APPLICATION NO.	FILING DATE	FIRST NAMED INVENTOR	ATTORNEY DOCKET NO.	CONFIRMATION NO.
10/615,935	07/10/2003	David J. Samuels	053392-5001	9940

			EXAMINER
9629	7590	02/09/2006	PATEL, MANGLESH M

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ART UNIT	PAPER NUMBER
2178	

DATE MAILED: 02/09/2006

Please find below and/or attached an Office communication concerning this application or proceeding.

	Application No.	Applicant(s)
Office Action Summary	10/615,935	SAMUELS ET AL.
	Examiner	Art Unit
	Manglesh M. Patel	2178

-- The MAILING DATE of this communication appears on the cover sheet with the correspondence address --

Period for Reply

A SHORTENED STATUTORY PERIOD FOR REPLY IS SET TO EXPIRE <u>3</u> MONTH(S) OR THIRTY (30) DAYS, WHICHEVER IS LONGER, FROM THE MAILING DATE OF THIS COMMUNICATION.

- Extensions of time may be available under the provisions of 37 CFR 1.136(a). In no event, however, may a reply be timely filed after SIX (6) MONTHS from the mailing date of this communication.
- If NO period for reply is specified above, the maximum statutory period will apply and will expire SIX (6) MONTHS from the mailing date of this communication.
- Failure to reply within the set or extended period for reply will, by statute, cause the application to become ABANDONED (35 U.S.C. § 133). Any reply received by the Office later than three months after the mailing date of this communication, even if timely filed, may reduce any earned patent term adjustment. See 37 CFR 1.704(b).

Status

1)☒ Responsive to communication(s) filed on <u>10 July 2003</u>.

2a)☐ This action is **FINAL**.   2b)☒ This action is non-final.

3)☐ Since this application is in condition for allowance except for formal matters, prosecution as to the merits is closed in accordance with the practice under *Ex parte Quayle*, 1935 C.D. 11, 453 O.G. 213.

Disposition of Claims

4)☒ Claim(s) <u>1-21</u> is/are pending in the application.

　　4a) Of the above claim(s) _____ is/are withdrawn from consideration.

5)☐ Claim(s) _____ is/are allowed.

6)☒ Claim(s) <u>1-21</u> is/are rejected.

7)☐ Claim(s) _____ is/are objected to.

8)☐ Claim(s) _____ are subject to restriction and/or election requirement.

Application Papers

9)☐ The specification is objected to by the Examiner.

10)☒ The drawing(s) filed on <u>10 July 2003</u> is/are: a)☒ accepted or b)☐ objected to by the Examiner.

　　Applicant may not request that any objection to the drawing(s) be held in abeyance. See 37 CFR 1.85(a).

　　Replacement drawing sheet(s) including the correction is required if the drawing(s) is objected to. See 37 CFR 1.121(d).

11)☐ The oath or declaration is objected to by the Examiner. Note the attached Office Action or form PTO-152.

Priority under 35 U.S.C. § 119

12)☐ Acknowledgment is made of a claim for foreign priority under 35 U.S.C. § 119(a)-(d) or (f).

　　a)☐ All   b)☐ Some *   c)☐ None of:

　　　1.☐ Certified copies of the priority documents have been received.

　　　2.☐ Certified copies of the priority documents have been received in Application No. _____.

　　　3.☐ Copies of the certified copies of the priority documents have been received in this National Stage application from the International Bureau (PCT Rule 17.2(a)).

　　* See the attached detailed Office action for a list of the certified copies not received.

Attachment(s)

1)☒ Notice of References Cited (PTO-892)
2)☐ Notice of Draftsperson's Patent Drawing Review (PTO-948)
3)☐ Information Disclosure Statement(s) (PTO-1449 or PTO/SB/08)
　　Paper No(s)/Mail Date _____.

4)☐ Interview Summary (PTO-413)
　　Paper No(s)/Mail Date. _____.
5)☐ Notice of Informal Patent Application (PTO-152)
6)☐ Other: _____.

DETAILED ACTION

1.   This action is responsive to communications: Application filed on July 10, 2003.

2.   Claims 1-21 are pending. Claims 1, 10, 11, 16, 18, 20 & 21 are independent

claims.

Priority

3.   Acknowledgement is made to applicant's claim for priority to U.S. Provisional

Application Serial No. 60,401893, filed on August 9, 2002.

Drawings

4.   The examiner has accepted the Drawings filed on July 10, 2003.

Claim Rejections - 35 USC § 101

5.   35 U.S.C. 101 reads as follows:

Whoever invents or discovers any new and useful process, machine, manufacture, or composition of
matter, or any new and useful improvement thereof, may obtain a patent therefor, subject to the
conditions and requirements of this title.

6.   Claims 16-19 are rejected under 35 U.S.C. 101 because the claimed invention is

directed to non-statutory subject matter. The language of the claims raise a question as

to whether the claims are directed merely to an abstract idea that is not tied to a

technological art, environment or machine which would result in a practical application

producing a concrete, useful, and tangible result to form the basis of statutory subject

matter under 35 U.S.C. 101. To overcome this rejection the claims should read "A

computer-implemented method".

Claim Rejections - 35 USC § 103

7.   The following is a quotation of 35 U.S.C. 103(a) which forms the basis for all

obviousness rejections set forth in this Office action:

> (a) A patent may not be obtained though the invention is not identically disclosed or described as set
> forth in section 102 of this title, if the differences between the subject matter sought to be patented and
> the prior art are such that the subject matter as a whole would have been obvious at the time the
> invention was made to a person having ordinary skill in the art to which said subject matter pertains.
> Patentability shall not be negatived by the manner in which the invention was made.

8.   Claims 1-20 are rejected under 35 U.S.C. 103(a) as being unpatentable over

Baxter (U.S. Pub 2002/0198878, filed Mar 8, 2002) in view of Marpe (U.S. 6,671,692,

filed Nov 23, 1999).

Regarding Independent claim 1, Baxter teaches A system for quickly retrieving

information that is related to a specific topic, the system comprises: a plurality of

processing components, wherein at least one of the plurality of processing

components is an on-line reference tool having a plurality of components and

information that is structured into multiple units such that each unit teaches a

specific subject (Abstract, paragraphs 6-12, wherein each unit is associated with

a specific subject). Baxter fails to teach the topic associated with the subjects.

Marpe teaches associated with a specific topic (column 1, lines 35-60, wherein

topics are provided for multiple units), the on-line reference tool links related units

of information to glossary terms and writes at least one question that

corresponds to each link, wherein when a user selects a question, at least one

unit of information is presented to the user; and means for viewing information

presented by on-line reference tool (column 1, lines 35-60, wherein Baxter

teaches the use of reference tools but Marpe shows the linking of related units

and the user selection of a question). Baxter and Marpe are analogous art

because they are from the same field of endeavor of content management. At the

time of the invention it would have been obvious to a person of ordinary skill in

the art to include the association of topics to the specific units. The motivation for

doing so would have been to allow the searching of units by indicating the topics

associated to the units. Therefore it would have been obvious to combine the

teachings of Marpe with Baxter for the benefits of allowing the searching of

content information using a reference tool by identifying topics associated with

the units.

Regarding Dependent claims 2 & 21, Baxter teaches at least one subject

matter expert editor that filters each linked glossary term and writes a question

that corresponds to the linked glossary term, wherein when the user selects the

question the system presents at least one page that is associated with the linked

glossary term (paragraphs 5 & 6). Baxter fails to teach a repository of links to a

content. Marpe teaches wherein the on-line reference tool comprises: a

repository of links to a content (column 1, lines 35-60); the content having

information from at least one source, information in the content being structured

in a plurality of pages each of which is a unit of information that is related to a

specific topic (column 16, lines 10-40); a glossary with a plurality of glossary

terms each of which is associated with a given subject, a plurality of glossary

definitions each of which defines a specific glossary term, a plurality of glossary

aliases each of which is an alternate name for a specific glossary term, and a

plurality of glossary links each of which links a specific page to an appropriate

glossary term and glossary definition (abstract and column 1, lines 35-60); Baxter

and Marpe are analogous art because they are from the same field of endeavor

of content management. At the time of the invention it would have been obvious

to a person of ordinary skill in the art to include the association of topics to the

specific units. The motivation for doing so would have been to allow the

searching of units by indicating the topics associated to the units. Therefore it

would have been obvious to combine the teachings of Marpe with Baxter for the

benefits of allowing the searching of content information using a reference tool by

identifying topics associated with the units.

Regarding Dependent claim 3, Baxter discloses wherein the content is

structured in a standard course format and sequenced from basic to complex

(abstract & paragraphs 13 & 14).

Regarding Dependent claim 4, Baxter discloses wherein each page is a

teaching object that teaches a specific concept and wherein upon creating each

teaching object the structure of the teaching object is stored, a unique identifier is

assigned to the teaching object, the textual content of the teaching object is used

to search for all relevant glossary terms and glossary aliases, and a teaching

object identifier is used to produce a hyper-referencing table that links every

glossary term to an appropriate page (paragraph 15).

Regarding Dependent claim 5, Baxter fails to teach the definitions relating to a

specific topic. Marpe teaches wherein all glossary terms and their corresponding

definitions that are related to the specific topic are extracted from the content and

stored in the glossary (column 16, lines 10-40). Baxter and Marpe are analogous

art because they are from the same field of endeavor of content management. At

the time of the invention it would have been obvious to a person of ordinary skill

in the art to include the association of topics to the specific units. The motivation

for doing so would have been to allow the searching of units by indicating the

topics associated to the units. Therefore it would have been obvious to combine

the teachings of Marpe with Baxter for the benefits of allowing the searching of

content information using a reference tool by identifying topics associated with

the units.

Regarding Dependent claim 6, Baxter discloses wherein the subject matter

expert editor filters each reference in the hyper-referencing table and writes a

question that corresponds to the reference (paragraphs 5 & 6).

Regarding Dependent claim 7, Baxter discloses wherein the subject matter expert editor filters each reference by selecting each link in the hyper-referencing table and determining that a significant reference exists between the glossary term and the teaching object (paragraphs 5 & 6 & abstract).

Regarding Dependent claim 8, Baxter discloses wherein the subject matter expert editor filters each reference by selecting each link in the hyper-referencing table and marking for removal those references that are determined to be irrelevant (paragraphs 5 & 6 & abstract).

Regarding Dependent claim 9, Baxter discloses wherein a modified hyper-referencing table that includes questions created by the subject matter expert editor is stored and the subject matter expert editor reviews all questions in the modified hyper-referencing table and question sequence for every glossary term in the modified hyper-referencing table (paragraphs 5 & 6 & abstract).

Regarding Independent claim 10, Baxter teaches at least one subject matter expert editor that filters each linked glossary term and writes a question that corresponds to the linked glossary term, wherein when the user selects the question the system presents at least one page that is associated with the linked glossary term (paragraphs 5 & 6, wherein the links are associated with the glossary terms). Baxter fails to teach a repository of links. Marpe teaches a

repository of links to a content (column 1, lines 35- 60, wherein the linked

contents include a repository); the content having information from at least one

source, information in the content is structured in a plurality of pages each of

which is a unit of information that is related to a specific term; a plurality of topics

each of which includes a plurality of hyper-linked pages each of which teaches a

specific concept (column 16, lines 10-40, wherein different pages are associated

with the different topics); a glossary with a plurality of glossary terms that are

associated with a given topic, a plurality of glossary definitions each of which

defines a specific glossary term, a plurality of glossary aliases each of which is

an alternate name for a specific glossary term, and a plurality of glossary links

each of which links a page to an appropriate glossary term and glossary

definition (column 16, lines 1-40 & abstract, wherein the pages are linked to

terms in the database represented by the glossary); Baxter and Marpe are

analogous art because they are from the same field of endeavor of content

management. At the time of the invention it would have been obvious to a person

of ordinary skill in the art to include the association of topics to the specific units.

The motivation for doing so would have been to allow the searching of units by

indicating the topics associated to the units. Therefore it would have been

obvious to combine the teachings of Marpe with Baxter for the benefits of

allowing the searching of content information using a reference tool by identifying

topics associated with the units.

Regarding Independent claim 11, Baxter teaches an on-line reference tool for quickly presenting information that is related to a specific topic to a user, the on-line reference tool comprises: means for allowing the user to enter a term in a lookup form (paragraphs 5 & 6 and abstract, wherein a tool includes the searching for presenting a topic defined by the user); Baxter fails to teach the searching of the content. Marpe teaches means for searching a content for the term and producing a list of terms, at least one definition for each term, and at least one question for each term that is linked to a teaching object (columns 1, lines 35-60, wherein links are associated to the teaching objects); means for enabling the user to select one term from the list of terms and a question and an associated answer (columns 1, lines 35-60 & abstract, wherein user selection is received for terms in a list); and means for displaying a unit of information that contains the associated answer (columns 1, lines 35-60, wherein specific information representing a unit for information is displayed based on the answers). Baxter and Marpe are analogous art because they are from the same field of endeavor of content management. At the time of the invention it would have been obvious to a person of ordinary skill in the art to include the association of topics to the specific units. The motivation for doing so would have been to allow the searching of units by indicating the topics associated to the units. Therefore it would have been obvious to combine the teachings of Marpe with Baxter for the benefits of allowing the searching of content information using

a reference tool by identifying topics associated with the units.

Regarding Dependent claim 12, Baxter discloses wherein when searching for the term, if the on-line reference tool finds an exact match, the on-line reference tool produces only the match in the list of related terms, automatically selects the match and produces the associated definition and questions (paragraphs 6-12).

Regarding Dependent claim 13, Baxter discloses wherein the user is allowed to filter the number of questions produced for each term and the on-line reference tool presents only those questions in a category that is selected by the user (paragraphs 6-12).

Regarding Dependent claim 14, Baxter discloses means for enabling the user to navigate through the on-line reference tool (paragraphs 6-12).

Regarding Dependent claim 15, Baxter discloses wherein the user is allowed to scroll down a list of questions and select a question, wherein the on-line reference tool automatically displays the answer for each selected question (paragraphs 6-12).

Regarding Independent claim 16, Baxter teaches a method for structuring information that is related to a specific topic so that the structured information can

be rapidly presented to a user, the method comprises the steps of: determining

that a content is in a standard course format and sequencing information in the

content from basic to complex (paragraphs 6-12); using the concept of the

teaching object to search the content for all relevant glossary terms and aliases

(paragraphs 5 & 6); using the teaching object identifier to produce a hyper-

referencing table that links every glossary term to an appropriate page; filtering

each reference in the hyper-referencing table and writing a corresponding

question for the reference (paragraphs 5 & 6); Baxter fails to teach the use of a

glossary for extracting specific content related to topics. Marpe teaches

extracting all glossary terms, associated definitions, and aliases that are relevant

to a specific concept from the content (column 16, lines 10-40); breaking up the

content into multiple teaching objects, each of which teaches a concept and is

associated with a specific topic (column 16, lines 10-40); storing the structure of

each topic and assigning a unique identifier to the teaching objects associated

with the topic (column 16, lines 10-40); storing a modified hyper-referencing table

that includes at least one corresponding question, wherein when the user selects

a question that is related to a specific term, the appropriate page is presented to

the user (column 1, lines 35-60). Baxter and Marpe are analogous art because

they are from the same field of endeavor of content management. At the time of

the invention it would have been obvious to a person of ordinary skill in the art to

include the association of topics to the specific units. The motivation for doing so

would have been to allow the searching of units by indicating the topics

associated to the units. Therefore it would have been obvious to combine the teachings of Marpe with Baxter for the benefits of allowing the searching of content information using a reference tool by identifying topics associated with the units.

Regarding Dependent claim 17, Baxter fails to teach the glossary terms being extracted with associated definitions. Marpe discloses wherein the step of extracting all glossary terms further comprises the step of grouping the glossary terms, associated definitions and aliases in a glossary (column 1, lines 35-60). Baxter and Marpe are analogous art because they are from the same field of endeavor of content management. At the time of the invention it would have been obvious to a person of ordinary skill in the art to include the association of topics to the specific units. The motivation for doing so would have been to allow the searching of units by indicating the topics associated to the units. Therefore it would have been obvious to combine the teachings of Marpe with Baxter for the benefits of allowing the searching of content information using a reference tool by identifying topics associated with the units.

Regarding Independent claims 18 & 20, Baxter teaches a method for structuring information that is related to a specific topic so that the structured information can be rapidly presented to a user, the method comprises the steps of: determining that a content is in a standard course format and sequencing

information in the content from basic to complex (paragraphs 6-12, wherein the format of the content is converted between different levels); using the concept of the teaching object to search the content for all relevant glossary terms and aliases (paragraphs 5 & 6, wherein searching is associated with a specific term in the database); using the teaching object identifier to produce a hyper-referencing table that links every glossary term to an appropriate page; filtering each reference in the hyper-referencing table and writing a corresponding question for the reference (paragraphs 5 & 6, wherein the references are filtered in accordance with the questions); allowing the user to enter a term in a lookup form (paragraphs 5 & 6, the tool allows the user to enter a term for searching); Baxter fails to teach the use of a glossary for extracting specific content related to topics. Marpe teaches extracting all glossary terms, associated definitions, and aliases that are relevant to a specific concept from the content (column 16, lines 10-40, wherein glossary terms and definitions are associated with the content); breaking up the content into multiple teaching objects, each of which teaches a concept and is associated with a specific topic (column 16, lines 10-40, wherein the content includes terms representing topics); storing the structure of each topic and assigning a unique identifier to the teaching objects associated with the topic (column 16, lines 10-40, wherein Identifiers are associated to the terms and topics); storing a modified hyper-referencing table that includes at least one corresponding question, wherein when the user selects a question that is related to a specific term, the appropriate page is presented to the user (column 1, lines

35-60, wherein questions related to the terms are selected by the user);

Searching the content for the term and producing a list of terms, at least one

definition for each term, and at least one question for each term that is linked to a

teaching object (column 1, lines 35-60, wherein the terms are linked to different

objects); and selecting one term from the list of terms and a question and an

associated answer, wherein the associated answer displays information in the

appropriate page that is linked to the selected term (column 1, lines 35-60,

wherein the links are associated to the user selected terms). Baxter and Marpe

are analogous art because they are from the same field of endeavor of content

management. At the time of the invention it would have been obvious to a person

of ordinary skill in the art to include the association of topics to the specific units.

The motivation for doing so would have been to allow the searching of units by

indicating the topics associated to the units. Therefore it would have been

obvious to combine the teachings of Marpe with Baxter for the benefits of

allowing the searching of content information using a reference tool by identifying

topics associated with the units.

Regarding Dependent claim 19, Baxter discloses filtering the number of

questions produced for each term and presenting only those questions in a

category that is selected by the user (paragraphs 5 & 6).

It is noted that any citation [[s]] to specific, pages, columns, lines, or figures in the prior art references and any

interpretation of the references should not be considered to be limiting in any way. A reference is relevant for all

it contains and may be relied upon for all that it would have reasonably suggested to one having ordinary skill in the art. [[See, MPEP 2123]]

Conclusion

Other Prior Art Cited

9.   The prior art made of record and not relied upon is considered pertinent to applicant's disclosure.

- Bamberger et al. (U.S. Pub2002/0178394) discloses "System For Processing At Least Partially Structured Data"

- Sigurjonsson et al. (U.S. Pub 2002/0107829) discloses "System, Method And Computer program Product For Catching, Marking, Managing And Searching Content"

- White et al. (U.S. Pub 2004/0051732) discloses "Digital Project Management System"

- Bourdoncle et al. (U.S. Pub 2002/0052894) discloses "Searching Tool And Process For Unified Search Using Categories And Keywords"

Any inquiry concerning this communication or earlier communications from the examiner should be directed to Manglesh M. Patel whose telephone number is (571) 272-5937. The examiner can normally be reached on M, W 6 am-3 pm T, TH 6 am-2pm, Fr 9am-6pm.
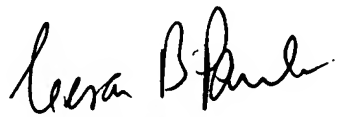
If attempts to reach the examiner by telephone are unsuccessful, the examiner's supervisor, Stephen S. Hong can be reached on (571) 272-4124. The fax phone number for the organization where this application or proceeding is assigned is 571-273-8300.

Information regarding the status of an application may be obtained from the Patent Application Information Retrieval (PAIR) system. Status information for published applications may be obtained from either Private PAIR or Public PAIR. Status information for unpublished applications is available through Private PAIR only. For more information about the PAIR system, see http://pair-direct.uspto.gov. Should you have questions on access to the Private PAIR system, contact the Electronic Business Center (EBC) at 866-217-9197 (toll-free).

Manglesh M. Patel

Patent Examiner

February 3, 2006

**CESAR PAULA
PRIMARY EXAMINER**